

Evidence #1 – Wiki Communication with Parents

Crazy about Beethoven!!!

Leading up to our field trip to see the Milwaukee Symphony's performance of Beethoven's music, we explored the man and the music several different ways. Read on to learn more....

EXPLORATION IN THE CLASSROOMS USING THE SMARTBOARDS - try out these links we explored!

[Symphony No. 7 Listening Map](#)

Can you follow the distinctive long-short-short-long-long rhythmic motive? What instruments play the first three occurrences of the theme?

[Timeline of Beethoven's Lifetime](#)

Mrs. Dodge made this timeline using dipity.com to highlight the historical events and people that shaped Beethoven's life

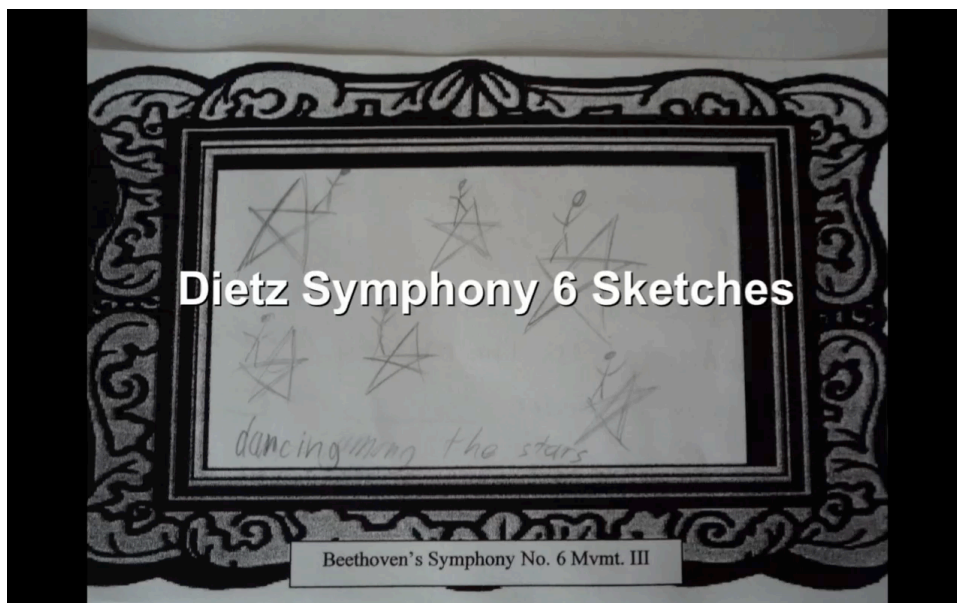
[Symphony No. 3 Listening Guide](#)

Let the San Francisco Symphony take you through the famous 'Eroica' symphony - follow the orchestral score, commentary and performance video

[Meet Mr. Beethoven](#)

Learn about his personality, obstacles he faced, and the radical changes he made to classical music

SKETCHING WHAT CAME TO OUR IMAGINATION - Compare to the actual titles Beethoven gave these movements (III. and IV.) in his 'Pastoral Symphony'



[Movie Slideshow]

COLLABORATION WITH 4th GRADE FRENCH CLASSES - we learned how the French Revolution and Napoleon were connected to Beethoven, and created 'emotion faces' we could use when describing Beethoven's music



[Photo Slideshow]

COLLABORATION WITH THE 4th and 5th GRADE ART CLASSES - students sketched a favorite place (Beethoven's was the woods outside of Vienna), and, drawing inspiration from Andy Warhol's painting, stamped their painting with a symbol that represents themselves. Ask us in what rhythm we stamped!



[Photo Slideshow]



BEETHOVEN SPEAKS - 3rd grade students created interview questions they would ask Beethoven if they could time travel and Beethoven answered our questions!



[Voki, a web 2.0 tool, speaks the answers to their interview questions]

Evidence #2 – Home Activities

Brigid

Dear parents,

We've been working hard on learning to play the recorder with awesome technique. We would love it if you could listen to us share a few songs:

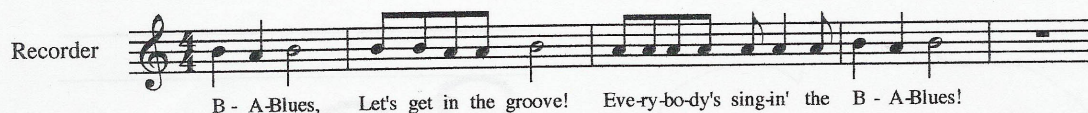
Bee Bee Bumblebee – play on letter B!

- ☒ I can see and hear proper TONGUING!
- ☒ They are 'breathing' into the instrument and using light, soft air (this is no TUBA!)

*Bee, bee bumble bee,
Stung a man upon his knee,
Stung a pig upon his snout,
I declare that you are out!*

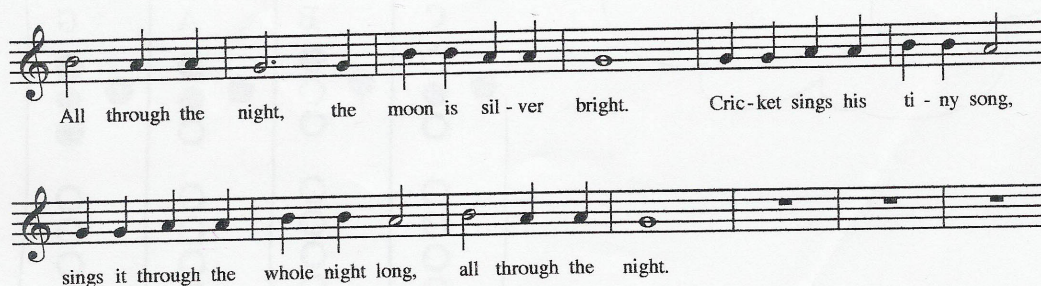
BA Blues

- ☒ I can see them switching finger positions for B (thumb and first finger) and A (thumb, first AND second finger)
- ☒ They are separating notes with their tongue and not puffs of air (check their cheeks!)
- ☒ Left hand is on top, right hand has fingertips resting on lower half



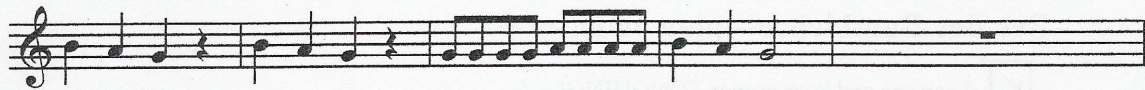
All through the Night

- ☒ I can see the new letter G (thumb, first/second AND third fingers)
- ☒ Sound is light - not forcing air



[Front side]

A STUMPER! Can you figure out this mystery song? Feel free to write in letters under the notes ☺ (Lines = Empty Garbage Before Dad Flips Spaces = FACE)



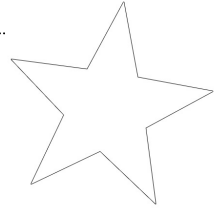
Thanksgiving Music Challenge! Complete the daily goals, ask your parents to sign (showing that they saw your practice!), and turn in on Monday.

Color in the star if you completed the

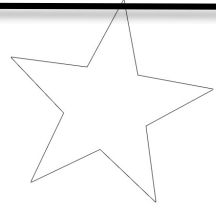


Name _____

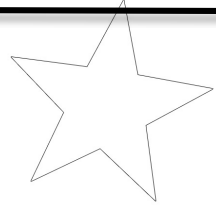
GOAL: Listen to Track 1 on our Music Wiki
(<http://strstudentwiki.wikispaces.com/Music>)
and follow your music with a tracking finger



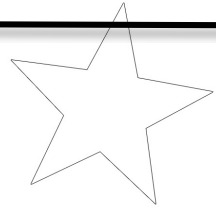
GOAL: Listen and sing along to Track 1



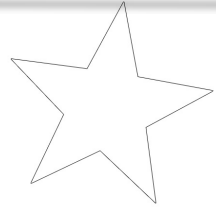
GOAL: Listen and sing along to Track 1



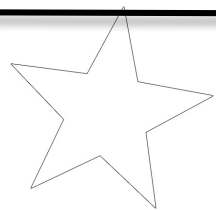
GOAL: Listen and sing along to Track 2



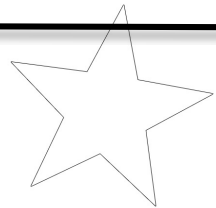
GOAL: Relax with your family!



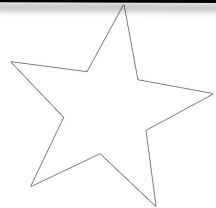
GOAL: Listen and sing along to Track 2



GOAL: Listen and sing along to Track 2



GOAL: Perform a cappella for a family member



Parent Signature _____

Name _____

You are going to do your own informal study of whether or not people know American Folk Songs. You must survey **2 children** (anyone under the age of 18) and **1 adult**. You can do more than that if you wish!

Sample Size (# of people surveyed):

Sample Characteristics:

Person 1 – Age **Gender**

Person 2 – Age **Gender**

Person 3 – Age **Gender**

Person 4 – Age **Gender**

Person 5 – Age **Gender**

Person 6 – Age **Gender**

Your Hypothesis (use mine below OR make your own):

I think ____ out of _____ people will be able to sing the words for at least 2 of the 4 songs.

Steps:

1. Explain the point of the survey (what we learned from the article in class).
2. Ask the child or adult to try their best to sing the words to each of the songs below:
 - Twinkle, Twinkle, Little Star
 - Home on the Range
 - BINGO
 - The Star-Spangled Banner (our national anthem)
3. As they attempt the songs, check their accuracy with the lyrics on the back (do not let them see these!!)

Person 1 2 3 4

Twinkle Twinkle Little Star

Twinkle Twinkle Little Star
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

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Twinkle Twinkle Little Star,
How I wonder what you are.

Home on the Range

Oh, give me a home where the buffalo roam,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

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Home, home on the range,
Where the deer and the antelope play.
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

BINGO

There was a farmer who had a dog and
Bingo was his name-o
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
And Bingo was his name-o

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Star-Spangled Banner

Oh, say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thru the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

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Summary of Results (Hypothesis correct? How did each participant do?):

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UF study: Children's knowledge gap of folk songs threatens heritage

GAINESVILLE, Fla. --- Children in the United States aren't singing the songs of their heritage, an omission that puts the nation in jeopardy of losing a longstanding and rich part of its identity, a new University of Florida study suggests.

A recent nationwide survey found school music programs are allowing generations-old lullabies, and historical children's and folk songs to be ignored, with some teachers replacing them with the latest pop hits.

Today's school kids are more likely to know the lyrics to popular songs, such as Britney Spears' "Oops I Did it Again" or "Lose Yourself" by Eminem, than to "Mary Had a Little Lamb" or "Old MacDonald Had a Farm," said Marilyn Ward, who did the research for her doctoral dissertation in music this spring.

"The study found that, overall, the vast majority of young people could not sing patriotic, folk and children's songs, because teachers who teach them at all frequently don't go over the songs enough for students to learn them," she said. "Most students could not be expected to sing from memory songs such as 'Home on the Range,' 'Twinkle, Twinkle Little Star' or 'Bingo.'"

The findings are especially troubling as ailing school districts nationwide are considering cutting music programs in an effort to save money, experts say.

Ward surveyed 4,000 music teachers nationwide from elementary to high school in the summer and early fall of 2002 about how much they taught and how well their students knew by memory 100 well-known songs considered representative of the American heritage.

Few students can even sing the national anthem, the study found.

"When people stand up and don't sing the 'Star Spangled Banner,' there's a reason for that," Ward said. "They don't know it."

Research has shown these songs not only help children learn about important events, but also allow them to more closely relate to the hardships and joys of their grandparents and ancestors by stepping into their shoes, Ward said. "Music broadens our understanding by letting us experience history – making it more memorable and meaningful than reading isolated stories of events from another time," she said.

For example, she said, "I've got a mule, her name is Sal, 15 miles on the Erie Canal," begin the words to the song that chronicles a grueling, old-fashioned trip along the famous waterway. Another example, "When Johnny Comes Marching Home Again," dramatizes a welcome end to a long war, she said.

To create a list of 100 representative songs, Ward distributed written surveys to 223 men and women over 62 who grew up in 44 states as well as 30 elementary music specialists at top universities ranked by U.S. News & World Report. She then sent written surveys to 4,000 general music teachers listed by the National Association for Music Education – 80 in each state – asking how many of their students could sing these songs from memory. Based on how much time they had spent teaching each song, the teachers – 1,792 of whom responded – were asked to rate this knowledge using one of five measures: practically all, most, some, few or practically none.

Most of the teachers said that few students would be able to sing the songs and that they had spent little time teaching them. Folk songs were the most neglected, followed by children's and patriotic songs.

"Although Americans say that the singing of folk songs and songs of our heritage are important, we are teaching very few of them in the schools," said UF music Professor Russell Robinson, who supervised the study. "Perhaps this research will alert educators and parents that what we say we want for our young people is not necessarily what we're teaching."

Urban schoolteachers taught the most children's songs, followed by those in rural schools. Suburban schools lagged far behind in every category. Middle schools had the worst record for teaching folk songs and high schools the best, Ward said.

California was the least child-song friendly state, receiving the lowest score for knowledge of children's songs. Nebraska ranked highest overall and in the children's songs category, while South Dakota was tops in patriotic songs and Kansas in folk songs, she said.

Hispanic teachers taught far more patriotic songs than any other ethnic group, as did music teachers who had been in the profession the longest, Ward said. And private school teachers consistently outperformed public school teachers in every category, she said.

Mike Blakeslee, deputy executive director of the National Association for Music Education, said he is not surprised by the study's findings and believes that cuts in public school music programs are a factor.

"Especially lately, we have been receiving a lot of anecdotal accounts of severe challenges to music programs," he said. "It's a truism that in hard times music programs are the first to go. Our experience from our members across the nation seems to bear that out."

Music programs now are under the double pressure of a poor economy and new mandates, many of which place a great deal of emphasis on narrowly defined testing for reading and math. As a result, many students do not receive satisfactory music education, Blakeslee said. "Music is one of the cultural milestones in our society," he said. "It helps kids grow and develop in so many ways."

Ward said she believes more children would learn the tunes if music teachers received lists of American songs and worked with their colleagues to help pass along the knowledge. "In the same way that students are given required summer reading lists, music teachers could assign a list of songs to be memorized over the summer," she said.

Not learning these songs contributes to the loss of a sense of community, which may be a factor in anti-social attitudes and behavior, Ward said.

"American children's folk music is a national treasure that holds keys to understanding our country's people, their values, their history and their culture," she said. "Without it, our nation could lose its heritage."

http://www.eurekalert.org/pub_releases/2003-06/uof-usc060503.php

Music and Architecture – Web Exploration with Parents

Name _____

Steps for completing the web exploration:

1. Explain why we are comparing these two art forms.
2. Ask them if they have heard the term 'baroque' before? What does baroque architecture look like? What does baroque music sound like?
3. Summarize what we learned about baroque music and architecture. Sketch them an example of a baroque building you studied (this will be a helpful comparison when we get to the wiki!):



4. Work through the Classical Era Wiki with them (answer the questions together, discuss what you see and what you hear, etc.) - <http://strstudentwiki.wikispaces.com/Music>

5. Write down two interesting facts or ideas that came up in the discussion with your parents:

-
-

6. Don't forget the various elements of architecture you learned in Art class! Take a walk around the outside of your house and see if you and your family can identify various elements 😊

Evidence #3 - 1st Grade Cross-Curricular Weather Unit

Pg. 1

Archdiocese of Milwaukee
Science Exit Expectation Alignment Grid
Grade 1
2006-2007 written in black
2007-2008 changes indicated in red

M = Music Instruction
- Get KWL copy for display in music room
- Alphabet Summary from Jane Hauko?

Topic	Qtr.	Instruction	Assessment
EARTH SCIENCE			
Weather			
• Infer that the water cycle plays a role in weather	4 3	Science book, movie, experiment Trade books, discussion <i>M: Water Cycle Song, Sound poem of the Summary</i>	Illustration, discussion test <i>I go up stairs this lesson</i>
• Know that air has many uses	4 3	Science book, movie Discussion, video <i>M: Song "Wind blows" - Relate mime to uses (have pics)</i>	discussion
• Understand that the Earth is surrounded by air called the atmosphere	4 3	Science book, movie Discussion, video <i>M:</i>	discussion
• Demonstrate that air exists and takes up space	4 3	Science book, movie, balloon experiment Video, trade books	discussion
• Discover that air temperature varies with time and place	4 3	Science book, observation, movie Trade books, video	discussion
• Know that short-term weather conditions can change daily and weather patterns change over the	4 3	Science book, trade books, daily calendar <i>M: there will be weather rhyme, discuss change from classroom observation</i>	discussion

- have test scores from last year?

seasons			
Topic	Qtr.	Instruction	Assessment
• Identify how rainy, sunny, snowy, and cloudy days have similarities and differences	4 3	Science book, movie <i>M: Songs - One ilava, Snowflakes, Buddie jumping activity</i> <i>N: LISTENING - William Tell, Thunder lightning Pata, Sunrise from Grand Canyon</i>	discussion <i>discussing activity</i>
• Identify that rain and snow come from clouds	4 3	Science book, movie, observation, trade books <i>M: Poetry Movement Creations</i>	Discussion, illustrations <i>* Go upstairs for cloud experiment</i>
• Measure air temperature using a thermometer	4 3	Science book, math class, thermometer manipulative	Discussion Book test

Evidence #4 –Correspondence with Education and Formation Committee

Hi Laurin,

Thank you so much for taking the lead last week at the Arts Integration Meeting; I am really looking forward to collaborating so closely with the faculty on Arts Integration Initiative. I feel very blessed to have been invited to chair the Education and Formation Committee this year, they have been working so hard these past few years to establish initiatives to help the school community truly elevate the performing and visual arts. I know how stretched school faculty can become, and I hope our committee's role can be one of providing resources to make your vision for arts integration more manageable and make what your team has planned more visible.

Please reach out to us as you meet and establish ideas, we are so excited to see what our children have been learning and we can't wait to see what your team has planned to move the action plan forward. I think it would be prudent to communicate regularly, so let us know what works best for you. And of course, don't ever hesitate to call me about anything!!

You are a very special teacher; thank you for your obvious dedication and the tremendous sacrifices you make for our children. What you offer is more than a music education, it is for many a transformative introduction to the arts that they will appreciate over the course of their lives.

My cell if you need to speak: 626-501-6971

Sent wirelessly from A.P. iPad

On Oct 29, 2010, at 10:15 AM, Laurin Dodge <ldodge@strobert.org> wrote:

Hello Allie, Bill and Margaret,

It was great to meet with you this past Wednesday. Thank you very much for taking the time to sit down with us and adjusting your schedules at the last minute. You brought some great ideas to the table and showed all of us how committed you are to enhancing the arts in this wonderful place. I would also like to thank you for being very patient listeners :). While I tend to be more inclined to ask questions to create dialogue, our members also needed to share their efforts and struggles with you. This is obviously part of the process of conversation - and rightly so - I just hope you felt you were heard as well. Feel free to contact me at any time and I will do my best to keep you informed with the progress of our goal this year and any specific projects that we could use help sharing through the school website or other forms of communication.

Have a great weekend,
Laurin